






# THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR A 2017-18

YEAR GROUPS: 5/6

CLASS: Elder



## Curriculum Drivers

|  |  |   |   |
|--|--|---|---|
| <p><b>Our Place in the World</b></p>  | <p>We will explore the evidence of existence of life on our planet. We will learn how different species have evolved and how we inherit our appearance from our parents. We will focus on how different artists help us see the natural world we live in from different viewpoints.</p>                                  | <p>We will discuss how the Royal line, both in fiction and real life, has shaped the Great Britain we live in today. We will look locally at how the Anglo-Saxons influenced the area of Thakeham and the evidence that is still visible today.</p> | <p>Through a child's eye, we will look at the effects of war both in recent history and modern day and the impact it has on children across the world. We will understand the importance of the Battle of Britain and how it has shaped British history.</p>  |
| <p><b>Inspired Learners</b></p>       | <p>Through the eyes of Darwin, we will discover how living things have adapted and evolved and we will complete our own independent research. Our visit to the museum will support our understanding and allow for hands on activities.</p>  | <p>Through a drama workshop, we will be inspired to learn about the work of Shakespeare and his influence on the written word. In contrast, we will be inspired to design an app to help ease an everyday problem.</p>                              | <p>An exciting evacuation simulation will inspire the children to step in the shoes of children forced to leave their homes due to war. Our summer production will allow the children to express themselves musically and develop their levels of confidence and performance techniques.</p>                |
| <p><b>Learning for Life</b></p>     | <p>Through our residential activity week, we will develop our team building skills, our ability to be independent and challenge ourselves to achieve activities and skills that are new to us. We will focus on staying safe when using our mobile technology and develop strategies for dealing with cyberbullying.</p> | <p>Through our work on Kings, we will analyse what makes great leadership skills and how these skills are transferable. We will learn life-long skills of sewing for a purpose and for pleasure.</p>  | <p>During our WWII work, we will develop our own food preparation and personal cooking skills. Through a variety of cooking activities, we will experiment with rationing and creating a food budget. A focus on the Buddhist way of life, will allow us to take a measured look at our own lifestyles.</p> |
| <p><b>Topics</b></p>   |  |   |   |

|                              | Darwin's Delight   |  | To be King for a Day   |   | A Child's War  |   |
|------------------------------|--|--|--|---|--|---|
|                              | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
| <b>Stunning Start</b>        | Darwin's Finches experiments   |  | Rainbow Theatre company – Introduction to Shakespeare  |   | Ready Steady Cook – with rations.  |   |
| <b>Fabulous Finish</b>       |  | The Museum of Evolution – parent open afternoon.   |  | Dramatic performance  |  | WW2 Tea Party / cooking – invite Southdowns Care Home<br><br>Production   |
| <b>Visits &amp; Visitors</b> | PGL Residential  |  | Rainbow Theatre company – Introduction to Shakespeare  |   | WW11 Evacuation Exercises @ The Bluebell Railway   |   |
| <b>English</b>               | <b>Fiction:</b> Moral<br>Other cultures<br>traditional stories<br>One Smart Fish<br><b>Non-Fiction:</b><br>Discussion<br>Holes by Louis Sachar | <b>Modern Fiction:</b><br>Warning<br><b>Non-Fiction:</b><br>Recount<br>What did you see Mr Darwin? | <b>Fiction :</b> Journey<br><b>Non-Fiction:</b><br>Persuasion<br>Macbeth –<br>Shakespeare The tales of King Arthur | <b>Fiction:</b> Classic<br>Poetry / Plays /<br>autobiographical<br><br><b>Non-Fiction:</b><br>Explanation<br>The Highwayman<br>by Alfred Noyes<br>Beowulf | <b>Fiction:</b> Warning<br><b>Non-fiction:</b><br>Recount<br>Instructions<br>Blitz Boys /<br>The Machine<br>Gunners by Robert Westall / Oranges in no-mans land by Elizabeth Laird | <b>Modern Fiction:</b><br>Dilemma<br><b>Non-fiction:</b> Non-chronological<br>The boy on top of the Mountain by John Boyne / Once by Morris Gleitzman / Carrie's Way by Nina Bowden |
|                              | Place Value<br>Four operations   |  | Fractions, Decimals, Percentages<br>Algebra  |   | Converting Units<br>Area and Perimeter   |   |

|                             |  |                         |   |   |  |
|-----------------------------|--|-------------------------|---|---|--|
| <b>Maths</b>                | Prime Numbers<br>Statistics<br>(White Rose Yr5/6)                            |                         | Geometry: Angles and Shape<br>Geometry: Position and Direction<br>(White Rose Yr5/6)                      | Volume<br>Measures Yr5 / SATS Yr6<br>Fractions, Decimals, Percentages (Y5)<br>/ Consolidation (Y6)<br>Four operations (Y5) / Consolidation (Y6)<br>(White Rose Yr5/6) |  |
| <b>Science</b>              | Yr6: Evolution /<br>Inheritance /<br>Fossils / Adaption                      | Yr6: Living<br>habitats | Yr5: Properties and changes of materials  | Yr6: Light  | Yr6: Electricity                           |
| <b>Computing</b>            | 6.1 Planning the creation of a mobile<br>app<br>6..2 We are project managers |                         | 6.3 We are market researchers<br>6.4 We are interface designers   | 6.5 We are app developers<br>6.6 We are marketers   |  |
| <b>Geography</b>            |  |                         | A local study linked to the Anglo-Saxons  |   |  |
| <b>History</b>              |  |                         | Anglo-Saxons  | Vicious Vikings   | Britain since 1066: The Battle of Britain  |
|                             |  |                         | The Viking and Anglo-Saxon struggle for<br>the Kingdom of England to the time of<br>Edward the Confessor. |   |  |
| <b>DT</b>                   | Cams – evolution wheel   |                         |   | Design and make a<br>Anglo Saxon purse<br>– felt hessian  | WW2 Tea Party                              |
| <b>Art &amp;<br/>Design</b> | <b>Painting</b> – Artists through the years                                  |                         | <b>Sewing</b> – hessian/threads long boats  |   | <b>Printing/drawing-</b> propaganda poster |

|                  |  |   |  |   |  |  |
|------------------|--|---|--|---|--|--|
| <b>Languages</b> | i languages Year 6   | i languages Year 6<br>6   | i languages Year 6   | i languages Year 6  | i languages Year 6   | i languages Year 6   |
| <b>Music</b>     | Pentatonic scales<br>Elements: Pitch / dynamics<br>Ostinatos, rounds and canons<br>Musical compositions<br>Elements: Timbre / structure/ Pitch |   | Pitch<br>Learning to play standard notation on the glocks<br>To sing back at least 4 notes in tune.<br>To clap back a short rhythm.<br>To comment on how music reflects time and place.<br>To perform a song they have composed, to an audience (either individually or as part of a group.) |   | Production: performance in solo and ensemble contexts<br>WW2 songs – performance in solo and ensemble contexts.<br>Aural memory skills<br>Elements: Tempo / pitch / dynamics |  |
| <b>PE</b>        | Football<br>Team Building  | Netball<br>Gymnastics   | Basketball<br>Dance  | Racket Sports<br>Gymnastics   | Rounders / Cricket<br>Dance  | Athletics<br>Swimming  |
| <b>RE</b>        | How do Christians celebrate milestones in life?<br>(Birth & Belonging)   | (Christmas IV)<br>How can artists help us to understand Christmas?  | What do your clothes say about you?  | (Easter V)<br>How do we know what happened at Easter?   | What is the 'Buddhist way of life'?  |  |
| <b>PSHE</b>      | H5<br>Celebration achievements<br>Strengths<br>Areas for improvement<br>Goals<br>L7<br>Rights and Responsibilities<br>H24<br>Mobile Phone      | H7<br>Conflicting emotions – anti bullying<br>H13 Peer Pressure – anti bullying<br>H14 Resisting pressure / recognising you need help – anti bullying | H21<br>Yr6: Bikeability  | H22<br>Internet Safety<br>H25<br>Online images<br>L18<br>Social Media<br>H23<br>Healthy and Safe online | H4<br>Images in the media<br>R16<br>Stereotypes<br>R2<br>Healthy relationships<br>R3<br>Unhealthy relationships<br>R8<br>Physical contact                                    | H18<br>Puberty<br>H19<br>Reproduction<br><br>H20<br>Right to protect your body<br>L5<br>Universal Human Rights FGM |

|  |   |  |  |  |   |  |
|--|---|--|--|--|---|--|
|  | safety<br>H11<br>Increased<br>responsibility to<br>themselves |  |  |  | R19<br>Civil partnership<br>R20<br>Forced marriage<br>L17<br>Media present<br>information | H17<br>Drugs<br>H9<br>Risk / Danger /<br>Hazards<br>H12<br>Bacteria and<br>Viruses |
|--|---|--|--|--|---|--|